Patron Saint Sculpture Project

A **Patron Saint** is a saint who is regarded as the intercessor and advocate in heaven of a nation, place, craft, activity, class, clan, family, or person. **Patron saints**, because they have already transcended to the metaphysical, are believed to be able to intercede effectively for the needs of their special charges.

**Saints** often become the patron saints of places where they were born or had been active. However, there were cases in Medieval Europe where a city which grew to prominence and transferred to its cathedral the remains of a famous saint who had lived and was buried elsewhere, and made him or her the city's patron saint - such a practice conferring considerable prestige on the city concerned.

Professions sometimes get a **Patron Saint** who was himself or herself involved in that profession. Lacking such a saint, a profession would get a saint whose conspicuous acts or miracles in some way recall the profession.

**STEP ONE: RESEARCH** on-line and **SELECT** one Patron Saint:

http://en.wikipedia.org/wiki/Patron_saints_of_occupations_and_activities

**STEP TWO: ANALYSIS** your chosen Patron Saint by completing the attached Patron Saint Background Research sheet.

**STEP THREE: DRAW** two conceptual designs of your chosen Patron Saint based on your above research. Consider the fashion and design of the time period in which your chosen Patron Saint lived.

**STEP FOUR: GET APPROVAL** on your conceptual designs and then begin creating your Patron Saint out of newspaper and paper mache.

**STEP FIVE: REFLECT** on the following questions when your finished:
1. What part of your finished project did you find most successful and why?
2. What part of your finished project did you find least successful and why?
3. If you had to do this project again, what part would you change or improve on and why?

**Joan Of Arc:** Patron Saint of Girl Guides and Girl Scouts, soldiers
1485 ca. An artist's interpretation since the only portrait for which she is known to have sat has not survived.
K/U: Patron Saint Background Research

What is a patron saint:

Name:

Birth Date:                                            Death Date:

Patron Saint of:

Significant History of Person:

Canonicalization/Veneration:

Veneration Date:

Relics:

Depictions in Art:
<table>
<thead>
<tr>
<th>Achievement Criteria</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking/Inquiry  Concept &amp; Meaning: Patron Saint Sculpture</td>
<td>Work does not meet assignment expectations for this category of assessment. Incomplete.</td>
<td>Concept is unclear and/or weak. Meaning or ideas conveyed are not on par with student's grade level. 0.25</td>
<td>Concept is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student's grade level. 0.25 – 0.50</td>
<td>Concept is clear and valid. Meaning or ideas conveyed are on par with student's grade level. 0.50 - 0.75</td>
<td>Concept is clear and strong. Meaning or ideas conveyed are above expectations for student's grade level. 1</td>
</tr>
<tr>
<td>Knowledge/Understanding Design Process: Develop and apply a variety of approaches to communicate ideas and solve problems: 2 Conceptual sketches</td>
<td>Work does not meet assignment expectations for this category of assessment. Incomplete. 0</td>
<td>Limited demonstration of understanding the design process. 1</td>
<td>Some demonstration of understanding the design process. 2</td>
<td>Considerable demonstration of understanding the design process. 3-4</td>
<td>Superior demonstration of understanding the design process. 5</td>
</tr>
<tr>
<td>Elements &amp; Principles of Design</td>
<td>Work fails to meet assignment expectations. 0</td>
<td>Limited demonstration of understanding the elements &amp; principles of design while composing work. 0.5</td>
<td>Some demonstration of understanding the elements &amp; principles of design while composing work. 0.5-1.0</td>
<td>Considerable demonstration of understanding the elements &amp; principles of design while composing work. 1.0-1.75</td>
<td>Superior demonstration of understanding the elements &amp; principles of design while composing work. 2</td>
</tr>
<tr>
<td>Patron Saint Background Research &amp; Reflection Questions</td>
<td>Work fails to meet assignment expectations. 0</td>
<td>Poor, yes/no answers/limited incomplete. 1</td>
<td>Somewhat coherent and somewhat complete. 2</td>
<td>Clear and substantial answers. 3-4</td>
<td>Superior and insightful answers. 5</td>
</tr>
<tr>
<td>Application/Creation Creative Process: Ability to solve a variety of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts. Preliminary Sketches (2)</td>
<td>Work fails to meet assignment expectations. 0</td>
<td>Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or nonexistent. (0.5)</td>
<td>Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial &amp; shows some alternative ideas. (0.5-1)</td>
<td>Preliminary sketches are mostly complete. Concepts are complete. Planning is evident &amp; shows some divergent thinking is evident. (1-1.5) 1-1.75</td>
<td>Preliminary sketches are thorough and complete. Concepts are fully developed. Planning is exceptional &amp; shows considerable flexibility in thinking. (2)</td>
</tr>
<tr>
<td>Creative Process: Demonstration of Skill Development &amp; following procedures including Clean Up</td>
<td>Incomplete. 0</td>
<td>Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 1</td>
<td>Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 2-5</td>
<td>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 5-7-8</td>
<td>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 5-7-8</td>
</tr>
<tr>
<td>Uses elements &amp; principles of design &amp; painting sculpture techniques to produce an effective artwork - Expression (shape, form, colour etc.)</td>
<td>Incomplete. 0</td>
<td>Student demonstrates limited use of the e &amp; ps of design and sculpture techniques to produce an art work of limited effectiveness. 1</td>
<td>Student demonstrates some use of the e &amp; ps of design and sculpture techniques to produce an art work of some effectiveness. 2-3</td>
<td>Student demonstrates considerable use of the e &amp; ps of design and sculpture techniques to produce an art work of considerable effectiveness. 3-4</td>
<td>Student demonstrates a high degree of using the e &amp; ps of design and sculpture techniques to produce a highly effective art work. 5</td>
</tr>
<tr>
<td>Shape, Texture Balance</td>
<td>Work fails to meet assignment expectations. 0</td>
<td>The shape of the work is simplistic and/or not balanced and/or incorporates little/no texture. 1</td>
<td>The shape of the work is somewhat complex and balanced and/or incorporates some texture. 2</td>
<td>The shape of the work is complex and balanced and/or incorporates adequate texture. 3-4</td>
<td>The shape of the work is highly complex and balanced and/or incorporates substantial texture. 5</td>
</tr>
<tr>
<td>Communication Clarity of concept: Patron Saint</td>
<td>Work does not meet assignment expectations for this category of assessment. Incomplete. 0</td>
<td>Work demonstrates a limited degree of clarity in concept. 0.25</td>
<td>Work demonstrates some degree of clarity in concept. 0.25 – 0.50</td>
<td>Work demonstrates considerable degree of clarity in concept. 0.50 - 0.75</td>
<td>Work demonstrates a high degree of clarity in concept. 1</td>
</tr>
</tbody>
</table>

A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;
A1.1 use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works (e.g., use research, synectic charts, and/or a class brainstorming session to generate a variety of creative ideas; reflect on the suitability of the ideas and choose one to serve as the basis for their plan; use notes and/or thumbnail sketches to develop their plans; revise their plans on the basis of peer- and self-assessment)

A1.2 use exploration/experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, and printmaking (e.g., explore a variety of materials and/or techniques; reflect on the input of their peers; refine their art work on the basis of useful feedback)

A1.3 document their use of the creative process in a portfolio (e.g., include thumbnail sketches of ideas and/or plans, notes on or examples of the results of experiments with different media or techniques, and copies of their preliminary and final work to show evidence of revision and artistic growth), and refer to this portfolio to reflect on how effectively they have used the creative process

A2. The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;

A2.1 explore elements and principles of design, and apply them to create art works that express personal feelings and/or communicate emotions to an audience (e.g., explore the use of colour, texture, and/or space to express specific emotions)

A2.2 apply elements and principles of design to create art works that communicate ideas and information

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

A3.1 explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

B1.1 identify and describe their initial reactions to a variety of art works

B1.2 identify, on the basis of examination, elements and principles of design used in various art works, and describe their effects

B1.3 interpret a variety of historical and/or contemporary art works

B1.4 use a variety of strategies (e.g., peer- and self-assessment, formal and informal critiques, small-group and class discussions) to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works

B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect personal values;

B2.1 identify the functions of various types of art works in past and present societies

B2.2 identify ways in which various art works reflect the societies in which they were created

B2.3 identify ways in which creating and/or analysing art works has affected their personal identity and values

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;

C1.1 use appropriate terminology when identifying and describing the use of elements and principles of design in their own art works and the works of others

C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works (e.g., brayers, conté, frottage, markers, painting techniques, pencil techniques, relief, stencil)

C1.3 identify the stages of the creative process and the critical analysis process using appropriate terminology

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;

C2.1 demonstrate an understanding of some techniques that artists use to achieve specific effects (e.g., the use of cross-hatching to create a feeling of depth and dimension; the use, in watercolour painting, of a transparent wash of colour to create the effect of light coming through the composition)

C2.2 demonstrate an understanding of some of the conventions used in visual art works (e.g., the use of metaphor, similes, symbols, synectics to create a specific effect or to communicate an idea; the use of conventions associated with narrative art)

C2.3 demonstrate safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts (e.g., identify hazardous materials and adopt appropriate precautions and/or protective measures when using them; demonstrate respect for property, including classroom facilities, tools, equipment, and technological devices